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sity; Vice-President, Professor F. A. Gallup, Albany; Secretary-Treasurer, Miss Clara Blanche Knapp, Central High School, Syracuse; Executive Committee: Professor Perley Oakland Place, Syracuse University, Professor Edward Fitch, Hamilton College, Professor Harry Thurston Peck, Columbia University, Mr. Willis M. Galloway, High School, Geneva, N. Y., Miss Marcella M. Foley, High School, Herkimer.

In conclusion, this Association plans to enlist the interest and support of an increasing number of the classical teachers in the schools, colleges, and universities of the state, and to become an efficient agency for the expression of intelligent opinion in matters touching the status in our schools of that part of our educational system whose value those only can estimate whose experience has received its far-reaching value.

P. O. PLACE.

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### THE CLASSICAL TEACHERS' SECTION OF THE NEW YORK STATE TEACHERS' ASSOCIATION

The Classical Section of the New York State Teachers' Association met with the general Association in New York City, at Teachers College, on December 28. There was much discussion of the fact that the Association calling itself The New York State Teachers' Classical Association, which heretofore had met with the New York State Teachers' Association when the latter body had gathered in Syracuse, had this year failed to meet in New York with the general parent body. Instead of effecting a complete organization, as was urged by some, the Section finally requested its Chairman, Dr. C. D. Seely of Brockport, to appoint at his leisure an executive committee of three members. It was further voted, on motion of Professor George P. Bristol, of Cornell University, formerly President of the New York State Classical Teachers' Association, that this Executive Committee should confer with the Syracuse organization, to induce it if possible to resume its former relations with the State Teachers' Association, and to meet annually with that body, wherever it might gather. It was further ordered that, if the Executive Committee should be unable to accomplish this purpose, it should have power to complete a permanent organization with a full complement of officers and to take measures to insure the existence of a vigorous classical section of the State Teachers' Association.

The two papers read evidenced a common desire to decrease the mortality in High School classes by better adapting the work in Latin to the needs of the secondary schools as distinguished from the demands of the colleges.

Dr. W. F. Tibbetts, of Erasmus Hall High School, Brooklyn, discussed The Present Status of Latin in the High School. He showed that the butchery of Latin pupils is not confined to the first year, but extends up through the second and the third year. Our unsatisfactory results are largely due to the greatly changed personnel of our classes to-day with their admixture of foreign pupils imperfectly speaking and understanding English. But account must also be taken of the social diversions and unfavorable home environment of the pupil of to-day as compared with those of thirty years ago.

Dr. Tibbetts recognized not only the hopelessness of attempting to restore the conditions of the olden

time, but also the necessity of intelligently adjusting ourselves to the situation as we find it at the present. This effort must find expression in endeavors to compete actively with other departments of instruction, in making our teaching more attractive and valuable in an educative way. The step in this direction should be the elimination from the work of the first year of many incomprehensible topics, such as conditional clauses, *cum*-temporal and *cum*-circumstantial clauses as well as those with *antequam* and *priusquam*. The work of the first year should be limited to forms and such a minimum of syntax as can be readily apprehended and thoroughly comprehended by the beginner. Dr. Tibbetts further advised enriching the high school curriculum by a much wider variety of reading than is now permitted. He would advocate reading the best things from many authors, rather than an attempt to study any one book exhaustively. He believed it possible to cull passages suitable for the high school student from the lyrics and elegiacs of the minor poets like Catullus and Martial, or even from the satires of Juvenal. Such an enrichment of the curriculum would involve radical differences with existing standards for entrance to the colleges, whose demands were regarded as disadvantageous to the continued popularity of Latin in our High Schools.

(To be concluded)

Mr. W. A. Jenner, of the Boys' High School, Brooklyn, spoke on Educative Interest in First Year Latin. He held that little progress had been made in the past generation in elementary Latin instruction: the beginners' book in popular use now was published in substantially its present form twenty-five years ago. Its most active competitor is confessedly reversionary in type, like the old Latin reader, which was so subservient to the conventional grammatical order of presentation as to offer only phrases for translation in the noun and adjective declensions.

Our beginners' books are unsatisfactory because they are uninteresting; they depend too much on grammatical notions for interest as well as apperception. English grammar is not taught, and will not be taught, as thoroughly as it once was; it is therefore useless to depend on that for interest and apperception.

We must therefore, in our beginners' books, appeal to those apperception-clusters in the beginner's mind which are of greater agglutinative value than are grammatical notions. Most valuable are the beginner's notions of geography and history.

English educators already show appreciation of all this. Witness Professor Sonnenschein's charming books for beginners. Since the American boy, on beginning Latin, is older and more mature than the English, we may attempt for him what Professor Sonnenschein regards as impracticable for the latter—the utilization (through intelligent methods of illumination rather than of simplification) of an original Latin text, whose pursuit will be recognized as of educative interest and value in itself. The drudgery of forms will be lightened by setting before the beginner a task which he can readily recognize as worth doing for its own sake.

Dr. Jeffreys, of the Eastern District High School, Brooklyn, differed with Mr. Jenner, and advocated the method represented by the sort of book which Mr. Jenner had described as reversionary in type.

W. A. JENNER.